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ABSTRACT

This annual report defines three broad areas in which the Southern Education Foundation supports research. The first looks to what kinds of teachers will be needed in the future; the second asks how our best thinking can be translated into effective action; and the third asks how seamless education can be. Programs subsumed under education and public policy include: an initiative on educational opportunity and postsecondary desegregation, a consortium on teacher supply and quality in the South, a North Carolina consortium to increase the supply of minority teachers, a Louisiana consortium on minority teacher supply and quality, a pathways to teaching program, and a New Orleans school leadership collaborative. Programs of traditional interest include a black college library improvement program and a black college program to increase retention and graduation rates. Other programs include a comparative human relations initiative, which examines intergroup relations in Brazil, South Africa, and the United States, pass-through grants for a focused reporting project, and a mathematics education project titled "QUASAR, Quantitative Understanding Amplifying Student Achievement and Reasoning." Appended are a list of program funders and a brief financial report. (CH)

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Contents

A Conversation With The Chairman And President 2

Words In Action

- What Kinds of Teachers Will We Need In The Future? 4
- How Will Our Best Thinking Translate Into Effective Actions? 6
- Just How Seamless Can Education Be? 8

Summary of Program Activities 10

Financial Highlights 17

Foundation Organization 18

Foundation History 20

The Foundation

The Southern Education Foundation's mission is to promote equity and quality in education in the South, particularly for black and disadvantaged citizens. Originally, SEF was a private grantmaking foundation formed in 1937 through the combination of four existing education funds committed to improving education in the South – The Peabody Education Fund (1867), The John F. Slater Fund (1882), The Negro Rural School Fund (1907) and the Virginia Randolph Fund (1937).

The Foundation exists today as a public charity, having changed its IRS status in the late 1980s. SEF is supported by grants and contributions from individuals, corporations, foundations and other public and private sources. Income from its $10 million endowment covers a portion of the annual operating costs.

Words in Action

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A Conversation With The Chairman And President

Many organizations address educational equity as part of their activities – what makes SEF stand apart from the crowd?

McMillan: SEF is historic. Our mission and mandate, quite unlike many other organizations that do lots of different things, are very singular. The Foundation was formed to bring public education to the region, subsequently to provide education opportunities for blacks and disadvantaged Southerners. We have always focused on two E's, Equity and Excellence, and we've never wavered or lost sight of our mission.

Francis: A key way in which we accomplish our mission is to include the people who are involved in equity issues – from the great thinkers to the front-line "doers." We bring people together to talk about the issues as they apply where the rubber hits the road. We ask, "If this is an issue, what are your responses to it? How would we implement the equity, excellence and access we want?..." That makes a major difference.

How does the Foundation apply the lessons learned from its 130 years of operation?

McMillan: A good example is the Jeanes Fund, one of our earlier entities, which started in 1907. It was an exercise that turned into a master teacher model – showing how good teachers function and what it takes to become a good teacher. Today, we're involved in programs sponsored by the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation that use master teachers to teach nontraditional people. That's that continuum. We obviously have different situations now than when the Jeanes teacher movement was begun, but many of the issues are still the same, in need of models, of best practices, and we're providing those models based on a century of experience.

Francis: The Foundation also has been able to bring people in to do research that wasn't available before. Then, on the basis of that research, we can take areas that need the "master" approach and apply it quite well. But that's just one example; we've developed many other effective approaches over the years.

Where does the Foundation want to go in the future?

McMillan: The organization's mission, desire and goal is to become a premier center where educational equity is not only talked about, but achieved – the kind of place where people will look to see what the cutting-edge issues are, how we might address them, and continuing that same trend of convening, discussing and moving ahead.

Francis: It's one thing to say, "we will have equity and will stand by the principles involved in it." But we also must promote access for those who deserve the equity

that is being distributed. From time to time people forget that. I think that SEF has constantly voiced the refrain of equity and access. And we've never shied away from excellence.

Norman C. Francis, Chairman, and Eldridge W. McMillan, President

What unique resources does the Foundation bring to its work?

McMillan: Obviously, the Foundation does not have all of the human resources that we need, but we have a neat way of addressing that. We have a lot of individuals in various fields, dealing with teacher education, higher education desegregation and more. We identify the people in the field who are the "experts" and we use them as consultants and advisors. We also rely on our trustees, many of whom have great experiences in all areas of the education enterprise. And we have the luxury, in a sense, of having a small endowment that will assure our having a core staff and some core resources that allow us to do some things without external funding. We've always spread our resources well, and get maximum bang for the buck.

Francis: Major foundations that have staff, but whose staff are not so close to the subjects they want to fund, often ask SEF to be their liaison and intermediary to make sure that what they want to accomplish is done. We leverage their resources by being a catalyst – making their investment hit areas that otherwise might not be appropriately touched.

So the Foundation can be effective independently or as part of a collaboration?

McMillan: Yes. We often use our resources to start a program or demonstration or simply bring people together and come up with an agenda. When this Foundation chooses to focus on issues and areas that need to be addressed, we have the capacity and the resources, although they might be small, to make a commitment for 10 years or five years – and if it finishes in two we can move on to something else.

Francis: We have our own notions about what the critical issues are, but we bring people together, then we let them help us think through what a small organization such as ours can do, or what we can become an advocate for. SEF has brought the concept of consultation to an art form – using people in a way that provides a diversity of views and brings consensus about how to shape the approach to an issue. That's how we prime the pump.

The discussion about the necessity and merits of increasing the supply of minority teachers has been on the table since the mid-1980s. Having studied and worked on the issue from the very beginning, SEF has learned that educators of color are a valuable resource and a worthwhile investment – not only for what they bring to the classroom but also for what they can tell us about how to teach a diverse student population. Nathaniel Jackson, SEF senior program officer, and Lelia Vickers, a program participant, share what the Foundation has learned:

Why do we need a diverse teaching force?

Nathaniel Jackson, senior program officer, Southern Education Foundation

Vickers: As you examine the demographics of the country as a whole, we're becoming obviously more diverse. There are many more children of color in the classrooms. As you train teachers who represent minority groups and the cultural differences that children bring to the classroom, then you can address children's needs and also create a community to share cultures.

Jackson: Teachers, if they are in the classroom in all colors and cultures, can help bind us together despite our many differences. The teacher is probably one of non-minority children's few access points to people of color who are professionals. Personally, I think that if more non-minority children were exposed to good minority teachers, we wouldn't have such a difficult time when we have racial crises in America; more people would be able to communicate across the racial divide – because they were exposed to competent people who were different from them.

Vickers: Politically, if we're going to be a leader in the world, we've got to model some of that at home. If we disrespect differences in our country, there's no way we're going to convince others that we will respect their diversity.

What makes minority teachers especially effective?

Vickers: Minority teachers have a personal experience with a different culture and that gives them a distinct advantage in relating to and understanding not just children of color but all children. They are less inhibited in their teaching and more willing to work "outside the box" – and take risks that ensure all their students learn in ways that work best for them. Minority teachers don't expect less from disadvantaged children – they set high expectations for all children.

Jackson: A lot of teachers themselves have had to overcome the same disadvantages that their students face. We have found, based on empirical evidence, that most minority college students who are trying to become teachers do not necessarily come from middle or upper class backgrounds and as a result they can relate well to the students. They are willing to reach out to the students, not come into the classroom with pre-designed ideas about what students do and how they should act.

Can non-minority teachers be better prepared to teach minority children?

Jackson: Yes. Several of our partner universities that drew from a pool of minority paraprofessionals for teaching candidates learned a great deal about how to prepare highly skilled teachers for diverse urban school systems. The schools of education involved are trying to institutionalize the successful elements of the program so that all their teacher education students, especially non-minority ones, benefit.

Vickers: We'll probably never be able to prepare the number of minority teachers that we really need in the classrooms, so we must focus on preparing non-minority teachers to teach culturally diverse classrooms. Getting schools of education to adopt models that have been proven to work is important. I think we also need to pair majority and minority universities to ensure that majority candidates get a culturally diverse learning experience. We've been talking about that at the national level, but we have yet to make a concerted effort to ensure that that happens.

Lelia Vickers, director of the education division at Winston-Salem State University, and a project director for the North Carolina Consortium to Increase the Quality and Supply of Minority Teachers

What's next? Where do we go from here?

Jackson: The Foundation will continue to study the issues and to share what we're learning with others. Spreading the word about what works is a priority for SEF. We're working on a publication, due out in the fall of 1997, that will be a retrospective of SEF's activities with our partners around recruiting, preparing and retaining educators of color as well as the latest about how to prepare all teaching candidates for culturally diverse classrooms. We'll also continue to help schools of education that are involved in our programs institutionalize what they've learned – to make the changes necessary so that the successful model becomes the mode of operation for the entire school of education.

Vickers: We've also got to get state policies in place that support the importance of a culturally diverse teaching force. If this is a priority, and it must be, then we'll have to put the dollars with it. We need policy makers to put the resources into minority teacher development programs so they can be replicated, and we need them working with us to communicate the importance of diversity in the classroom.

Jackson: SEF hopes to play a role in changing the research paradigm so that it is based more on reflective practice, with more interaction between college professors and classroom teachers. When you're talking about research you've got to make sure that theory is married to practice and based on something real. This is something that I hope SEF will get an opportunity to help promulgate.

In 1995 the Southern Education Foundation released the report, *Redeeming the American Promise*, which showed that opportunities for minorities in higher education are still uneven, restricted and fragmented. With the participation of experts in education, government and more, the Foundation's report made 10 specific recommendations to address the problem. Jim Dyke, advisory committee chairman, and Robert Kronley, SEF's senior consultant, discuss how to turn those recommendations into action:

How can SEF help make recommendations become a reality?

Robert A. Kronley, senior consultant to the Southern Education Foundation and director of the Educational Opportunity and Postsecondary Desegregation (EOPD) project

Dyke: SEF is uniquely qualified in that it has a national reputation and can command the involvement of recognized experts in a number of different fields – simply because people know our track record and know that it's an excellent organization. SEF has held hearings around the country – and certainly within the region. We've put a lot of time into looking at what various states have done, which programs are working and which are not working. We've convened individuals who have leadership roles in education and government, and we know this particular issue from many different perspectives. I think we bring an ability to diagnose issues, to make recommendations, to speak with a good deal of credibility that other organizations just don't bring to bear.

I think the beauty of what SEF does is to focus not only on doing what's right, but doing also what is economically in our best interest – and to do it in a way that is consistent with other reform efforts. By focusing on what we can do to make things better for our students, we'll make things better for the whole country. That's reality.

What is the next step in opening doors for minorities in higher education?

Kronley: A number of things need to happen for fundamental higher education reform to be successful. First, there is fact finding and information gathering to make clear what the situation is for minority students in relation to all students. Next, we must publicize that information so that people understand that minority students are actually falling behind instead of catching up. The third thing is that we need to respond to the states' requests for information and guidance.

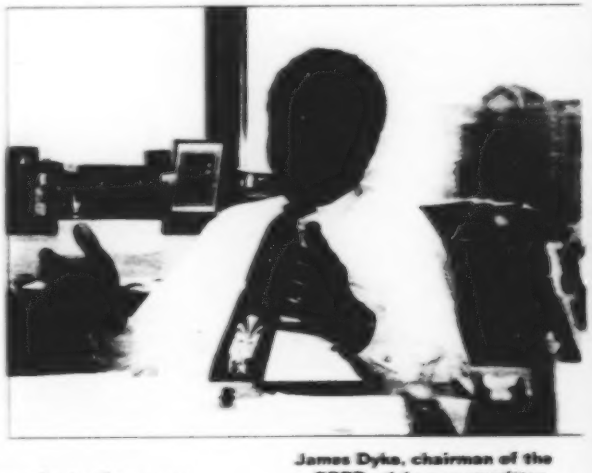
Dyke: I see the next step as getting executive and legislative branch leadership in the states to first become familiar with the recommendations in the report, and then be willing to commit to implement them. In Virginia there's been a legislative commission established to flesh out how we begin to implement SEF's recommendations. You've

got to have the legislative and executive people on board and willing to provide a forum for K-12 and higher education people. Then you say specifically, "This is what the report says; these are the things we think ought to be done; now how do we go about getting it done in our individual state?"

What role can the Foundation play to keep the ball rolling?

Kronley: I think SEF has multiple roles. One, we have to be a reliable, neutral provider of current and accurate information. We also have to be vitally concerned about the future of the region so that we can work more closely with state officials who share the same concerns and want to develop and implement new ways to deal with persistent problems. We have to be innovators, able to define problems in a current context in ways that are clear, concise and acceptable.

We also have to be innovators that are sensitive to the context of specific states in order to develop and implement ideas that are practical, acceptable and effective. We're going to have to make sure that our work is very much a part of the work in K-12 reform as well as higher education reform. Finally, we have to be watchdogs. We must monitor what is happening in the state based on dually defined and widely circulated expectations of what various states should do – and be rigorous, scrupulous and honest about pointing out what states are doing to help minority students. One way we will do this is to produce a follow-up report to *Redeeming the American Promise* on how states are doing to implement the policies and practices that affect minority access and success.



James Dyke, chairman of the EOPD advisory committee, former secretary of education for Virginia and currently a partner with McGuire Woods Battle and Boothe, L.L.P.

Dyke: SEF can help states see the big picture – to learn from what others are doing. State leaders need to have people who are familiar with the issues to say, "These are the kinds of things you need to be looking at, these are some things that have worked in other states, and these are some things you want to consider." I think just fortifying the fact that this work is being done elsewhere, that these are solid recommendations, and that we can point to examples of where other states are doing similar things would be a tremendous role for SEF to play right now.

Just How Seamless Can Education Be?

The idea of re-thinking education as a single, pre-kindergarten through college system is winning recruits around the country. However, SEF has found that the benefits can be especially great for minority students – and for entire communities when they become engaged in the transition. Adrienne Bailey, SEF board member, and Sam Scarnato, a program participant, look at the benefits:

What makes the elementary-to-postsecondary concept so attractive to SEF?

Samuel Scarnato, consultant director of the New Orleans Schools Leadership Collaborative and former New Orleans school superintendent

Bailey: Elementary and secondary education is the well from which higher education has to drink eventually. There may be many students in the pipeline that won't go to a traditional four-year institution, but eventually might complete an equivalent degree of study. It is important to make sure students are well-prepared in elementary and secondary schools and can successfully enter and succeed in higher education. Too many of our graduates are coming out unprepared. Today's economy demands some sort of postsecondary training for almost any job-seeker. If we're going to be prepared for a global economy, we need to help create the expectation and environment that encourages that kind of achievement.

Why is this K-16 approach especially important for minority or poor students?

Bailey: Although we've come a long way, there is rich information to suggest that poor and minority students still get less in terms of what their high school or elementary experience exposes them to; so in many instances they start higher education behind and have to catch up. If the systems are connected, people see that high school is not a completion, but another door into continued learning, and they begin to see themselves as more life-long learners.

Scarnato: That's true. And the connections don't just stop with academia. Today, it really takes a whole community to support the needs of students.

What kind of role does the larger community play?

Bailey: Our society has changed substantially from thinking that a single institution or organization can really accomplish any kind of service. Collaboration with the whole community is important for interpreting what programs or services ought to be offered by education institutions given changing demographics. The public should also be willing to provide the financial support necessary for infrastructure and

Adrienne Bailey, member and secretary of the SEF Board of Trustees and senior staff consultant at the Council of the Great City Schools

program delivery – and should understand what is being attempted. The trend we're seeing around the country, particularly at the pre-collegiate level, is putting the responsibility at the level closest to the community, where the community plays a central part in actually providing direction and governance.

Scarnato: Our New Orleans Schools Leadership Collaborative is a great example of how this can work. We have one high school and its three feeder elementary and junior high schools collaborating with two local universities to improve the achievement of the children by improving the instructional program and the delivery of health and social services to the children and their families. Academically, we've undertaken some teacher training programs, adopted The Algebra Project and are working to electronically link our libraries with the universities'. But we're also just finishing construction of an in-school clinic at the high school that serves students from all the schools involved. The university medical schools, parents and school staff all participated in developing the clinic, so it wasn't the cost burden you might expect. And the payoff is that it allows students to focus on learning rather than the social or medical problems that may have taken them away from school before. For example, the clinic currently serves over a dozen pregnant teens who all are staying fully engaged in school and learning, rather than dropping out.

What role does SEF play in developing programs that encourage community involvement?

Scarnato: SEF was the incubator for our project. They provided the impetus to get started, brought together the right people and gave us technical support and advice about how to make the project work well. You could say SEF not only planted the seed – they fertilized it.

Bailey: We're taking our modest resources and translating them into much greater influence and impact that generates additional dollars, which in turn leverages additional programs and policy discussions for educational change. I think the Foundation is uniquely situated in that regard, given its status as a public charity, and given the fact that it's uniquely situated here in the heart of Atlanta, but concerned about regional issues. Some folks may say that we're taking on too much, but I think therein lies the bulk of the challenge, as well as the opportunity.

Our focus is, and I think will always be, educational excellence and equity. As we look around and see the projected demographic growth of minority populations, there are issues that pose even greater challenges. I don't yet see a point where SEF's job will be done and we can close our doors and say, "we can rest, job well done." I think that more and more, there will be new and different kinds of challenges that ensure that we're not only focusing on access to opportunities or institutions, but really, access to equal results.

Currently the Southern Education Foundation is operating more than 10 multi-year programs and pass-through grants. SEF's largest programs focus on improving minority students' access to higher education, increasing the quality and supply of minority teachers and improving learning for urban children. The Foundation seeks to accomplish its mission of promoting equity and quality in education through research, program operations, consultations and conferences. SEF accepts no unsolicited grant proposals nor does it award funds to individuals. The listing below describes the Foundation's operating programs through Dec. 31, 1996. For the latest information about program activities, please request a complimentary subscription to *SEF News*, the Foundation's quarterly newsletter. To contact individuals at the extensions listed below, call (404) 523-0001.

Education and Public Policy

Educational Opportunity and Postsecondary Desegregation

The initiative on Educational Opportunity and Postsecondary Desegregation seeks to enhance the quality of postsecondary education for minorities and their access to it in states which have until recently operated dual systems of higher education. SEF established the Panel on Educational Opportunity and Postsecondary Desegregation, made up of 26 individuals with diverse education experiences, in 1994 to consider what sound educational practices might best promote minority access to and success in higher education and how the implementation of these practices would result in a higher education system where students' choices of institutions and their opportunity to succeed in them are not limited by race. After an intensive 18-month investigation, which included meetings, public hearings and data analysis, the Panel issued its findings in the spring of 1995 in the report, *Redeeming the American Promise*. The report revealed that for minorities in 12 Southern states, higher education is still separate and unequal, and in response to these findings, offered comprehensive solutions to ensuring both opportunity and high-quality education for all students. The report has attracted widespread attention, not just in the South, but throughout the nation, and is generally viewed as providing a new approach to reformed and restructured systems of higher education. SEF is currently working with several Southern states to strategically apply the report's recommendations to education reform efforts in these states. In the summer of 1997, SEF will release an update to *Redeeming the American Promise* that will include statistical information about any progress that has been made in the states as well as report on the practices that have helped move the states toward equal opportunity in higher education.

An executive summary of the report, Redeeming the American Promise, *is available free of charge (in limited quantities) from SEF. A copy of the full 160-page report is available at a cost of $1.85 (for shipping and handling) per report. Please call (404) 523-0001 to request an order form. For more information: Claire V Handley, program associate, ext. 120.*

Claire V. Handley, program associate

EOPD Advisory Committee

James W. Dyke, McGuire Woods Battle and Boothe, L.L.P., Chair
Lisle C. Carter, Consultant
Norman C. Francis, Xavier University of Louisiana
C. Peter Magrath, National Association of State Universities and Land Grant Colleges
Ruby G. Martin, Consultant
Elridge W. McMillan, Southern Education Foundation
Howard P. Rawlings, Maryland House of Delegates
Michael Timpane, Carnegie Foundation for the Advancement of Teaching

Consortium on Teacher Supply and Quality in the South

An alliance of six historically black colleges, three research universities and SEF, the Consortium on Teacher Supply and Quality in the South's Summer Scholars program works to attract African American college students to teaching, to raise the status of teaching as a career and to facilitate African American students' access to prominent graduate schools of education. Since 1988 more than 162 undergraduate students have spent part of their summer expanding their view of teaching as part of the program; approximately 35 percent of these were not education majors who became attracted to teaching as a result of the program. Today, nearly 80 percent of the summer scholars have graduated from college and more than 90 percent of those are completing graduate education and intend to become teachers.

For more information: Claire V. Handley, ext. 120.

Institutional Participants

Albany State College
Alabama State University
Bethune-Cookman College
Clark Atlanta University
Grambling State University
Harvard University, Graduate School of Education
LeMoyne Owen College
Peabody College, Vanderbilt University
Johnson C. Smith University
Norfolk State University
Teachers College, Columbia University
Tuskegee University
Xavier University

North Carolina Consortium to Increase the Supply of Minority Teachers

The institutional participants in the North Carolina Consortium have taken various "value-added" approaches to resolving the minority teacher shortage. Rather than focusing on students who had already demonstrated academic success, they targeted those who had shown an interest in teaching but were underprepared to meet entry standards into the profession. The projects emphasized a "grow your own" philosophy and demonstrated that teachers who have cultural knowledge and learning experience can facilitate improved performance for all students.

In May of 1996, the Consortium hosted a public policy forum in Wilmington, N.C., that brought together teacher educators, teachers, school administrators, university officials, state policy makers and members of the philanthropic community to brainstorm ways to advance the agenda for promoting quality in teaching through a diverse teaching force. Limited copies of *A Report on the North Carolina Public Policy Forum* are available upon request from SEF.

For more information: Nathaniel Jackson, senior program officer, ext. 109; Cheryl M. Herrington, program associate, ext. 119.

Participating Institutions

Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingstone College
North Carolina A&T State University
North Carolina Central University
North Carolina Wesleyan College
Pembroke State University
Shaw University
St. Augustine's College
Winston-Salem State University

Louisiana Consortium on Minority Teacher Supply and Quality

Many minority students have the ability to do well in college but their backgrounds and previous educational experiences have neither encouraged nor prepared them for college or the teaching profession. A collaborative effort among Xavier, Tulane and Grambling State universities is making college a reality through the Louisiana Consortium on Minority Teacher Supply and Quality.

Starting with a Future Teacher Club for 10th graders, the consortium offers an educational "pipeline" of programs spanning the high school and early college years. After a year in the Future Teacher Club, rising juniors take part in a summer enrichment program in preparation for the Teaching Internship Program, in which high school students tutor elementary students. As seniors, the students are assisted with college preparatory activities, and once in college, they participate in activities aimed at ensuring their successful completion of a teacher education program by meeting state certification requirements.

For more information: Nathaniel Jackson, ext. 109.

Institutional Participants

Grambling State University
Tulane University
Xavier University

Pathways to Teaching Program

Working with 12 colleges and universities in the South, SEF is coordinating a program to increase the number of certified teachers working in public schools in Alabama, Florida, Georgia, Louisiana, Tennessee and Virginia. Part of a national initiative to recruit and train teachers, especially minorities, the program targets non-certified teachers and paraprofessionals already working in public schools. These individuals are given scholarship support to earn teaching certificates by attending participating colleges and universities. In return, they agree to work in public schools for up to three years after graduation. Schools of education taking part in the program are also working to restructure and update their curriculum to better serve teaching candidates. To date, approximately 400 teachers have been certified through the program.

For more information: Nathaniel Jackson, ext. 109; Cheryl M. Herrington, ext. 119.

Participating School Systems and Institutions

Montgomery, Alabama
Alabama State University
Auburn University at Montgomery
Montgomery County Schools

New Orleans, Louisiana
Tulane University
Xavier University
Orleans Parish Schools

Miami, Florida
Florida Memorial College
Dade County Public Schools

Savannah, Georgia
Armstrong Atlantic State University
Savannah State University
Chatham-Savannah School System

Atlanta, Georgia
Clark Atlanta University
Metropolitan Atlanta Public Schools

Memphis, Tennessee
LeMoyne-Owen College
University of Memphis
Memphis City School System

Norfolk, Virginia
Norfolk State University
Old Dominion University
Norfolk City School System

New Orleans Schools Leadership Collaborative

Preparing leadership teams of parents, teachers, principals and community activists to initiate school-based change to improve learning for urban students is the focus of the New Orleans Schools Leadership Collaborative. Working with Xavier and Tulane universities and four public schools in New Orleans, SEF is preparing leadership teams at the four schools to undertake broad-based restructuring efforts by focusing on improving academic instruction and developing better access to social services. In 1996, the Collaborative began construction on a health clinic at the high school involved in the project; the in-school clinic will serve students from all the schools in the collaborative.

For more information: Claire V. Handley, ext. 120.

Participating Schools and Institutions
(All located in New Orleans, La.)

Phillips Elementary School
Nelson Elementary School
Phillips Junior High School
John McDonogh High School
Tulane University's School of Public Health
Xavier University

Continuing Conference

An important part of SEF's mission to promote equity and quality in education is convening individuals and agencies who can help further the cause of equity. The Continuing Conference, which has been held by SEF each year since 1983, enables the Foundation to focus the attention of decision makers on critical policy questions related to education. In 1995 and then again in 1996, the Continuing Conference was an important part of the initial follow-up for *Redeeming the American Promise*, SEF's report that called for a new dialogue on race and education and made recommendations pointing the way to increased opportunity for minorities and improved higher education for all students.

At the 1995 meeting, a diverse group of individuals began working in teams, by state, to discuss how the report's strategies might best work at home. These teams included educators, business persons, state legislators, university presidents, elementary and secondary education leaders, citizen activists, school board members and

members of state higher education governing boards. Many of the same individuals came back in 1996 to continue the work they had begun the year before. They heard presentations from experts and spent a significant part of the conference in team meetings working on plans to promote equal opportunity in higher education. Reports on the proceedings of the 14th Annual Continuing Conference and previous conferences are available free of charge (in limited quantities) from SEF upon request.

For more information: Claire V. Handley, ext. 120.

Advisory Committee

Cynthia Brown, Council of Chief State School Officers
Ruby G. Martin, Consultant

Traditional Interests

Black College Library Improvement Project

Cheryl M. Herrington, program associate

The Black College Library Improvement Project (BCLIP) is a comprehensive effort to address crucial issues facing libraries at historically black colleges and universities. Over the past eight years the program has enabled libraries to enhance their collections, participate in professional development activities and improve services to students and faculty. Twenty libraries serving more than 40,000 students participate in the BCLIP.

An important part of the BCLIP is an annual library workshop, held each summer in Atlanta. At the 10th Annual Workshop, a report on a survey of participating institutions revealed that collections at many of the libraries had grown 15 to 25 percent during the 10 years of the program. In contrast, in the five years preceding the program, collections grew less than one percent. According to the survey, in some cases the infusion of money from the project encouraged the administrations of participating institutions to increase their allocations for library acquisition budgets. Not all could report this increase but of those that did several reported 40-50 percent increases with one, Virginia Union University, noting a 103 percent increase in just the last year.

Limited copies of the report on the BCLIP 10th Annual Workshop and previous workshops are available free of charge from SEF. For more information: Cheryl Herrington, ext. 119.

Institutional Participants

Atlanta University Center
Benedict College
Bennett College
Bethune-Cookman College
Dillard University
Fisk University
Florida Memorial College
Hampton University
Johnson C. Smith University
LeMoyne-Owen College
Paine College
Rust College
St. Augustine's College
Stillman College
Talladega College
Tougaloo College
Tuskegee University
Virginia Union University
Voorhees College
Xavier University

Third Black Colleges Program

Ten historically black colleges and universities are working in this initiative to increase the retention and graduation rates of their students. While a number of HBCUs have begun to improve student achievement through freshman orientation courses, tutoring programs and pre-freshman summer institutes, the institutions in this program are aiming for systemic change. Some of the program activities at the institutions include: developing learning resources centers, establishing college-wide retention councils and providing faculty development opportunities that focus on student support.

For more information: Cheryl M. Herrington, ext. 119.

Advisory Committee

Ann Coles, Education Resources Institute
Israel Tribble Jr., Florida Education Fund for Higher Education
Vincent Tinto, Syracuse University

Staff and Consultants

Edgar Smith, University of Massachusetts
Michael Nettles, University of Michigan
Ursula Wagener, University of Pennsylvania
Jean B. Sinclair, Consultant

Institutional Participants

Dillard University
Fisk University
Hampton University
Howard University
Johnson C. Smith University
Morehouse College
Rust College
Spelman College
Tougaloo College
Xavier University of Louisiana

Program Initiatives

The Comparative Human Relations Initiative

The Comparative Human Relations Initiative is an effort to examine intergroup relations in Brazil, South Africa and the United States and share information about strategies and policies to improve those relations. Through meetings in the three countries over the next several years, the Initiative will bring together men and women of diverse backgrounds, ethnicities, nationalities and perspectives to think, dialogue and learn from each others' experience. For comparative purposes, the Initiative is focused primarily on relations between persons of "European" and persons of "African" appearance or descent.

The Institute for Democracy in South Africa and a range of institutions in Brazil are collaborating with SEF to help ensure that the work of the Initiative responds to interests and priorities of people in each country. A distinguished International Working and Advisory Group is guiding the effort. Commissioned papers and a report of the International Working and Advisory Group will be published and disseminated widely.

For more information: Lynn W. Huntley, director, or Deborah Barrett, administrative assistant, (404) 523-0308.

International Working and Advisory Group Members

Peter Bell, CARE, United States
Ana Maria Brasileiro, UNIFEM, Brazil
Shaun Johnson, The Argus, South Africa
Paulo Sergio Pinheiro, University of Sao Paulo, Brazil
Edna Roland, Geledes, Brazil
Khehla Shubane, Centre for Policy Studies, South Africa
Ratnamala Singh, Human Sciences Research Council, South Africa
Gloria Steinem, Ms. Magazine, United States
Franklin A. Thomas, TSF Study Group, United States
Tom Uhlman, Lucent Technologies, United States

Organizing Staff and Consultants

Lynn Walker Huntley, Southern Education Foundation
Caetana Damasceno, Federal Rural University of Rio de Janeiro
Wilmot James, Institute for Democracy in South Africa
Rebecca Reichmann, San Diego Community Foundation
Steve Suitts, Independent Consultant
Michael Turner, Hunter College

Pass-Through Grants

The Focused Reporting Project
QUASAR (Quantitative Understanding Amplifying Student Achievement and Reasoning)

Program Funders

$2,500+
Andrew W. Mellon Foundation
BellSouth Foundation
Charles Stewart Mott Foundation
Coca-Cola Foundation
DeWitt Wallace-Reader's Digest Fund
Edna McConnell Clark Foundation
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Norman C. Francis
Donald M. Leeburn, Jr.
Pew Charitable Trusts
Rockefeller Brothers Fund
Rockefeller Foundation
Wine and Spirits Wholesalers of Georgia Foundation

Supporting the Foundation

As a public charity dedicated to promoting equity and excellence in education in the South, the Southern Education Foundation is supported by grants and contributions from individuals, corporations, foundations and other public and private sources. Income from its own permanent endowment, valued at approximately $10 million, covers a portion of the annual operating costs. SEF operated as a private foundation from its founding until 1983, when the Foundation applied to the IRS for an advance ruling for public charity status. SEF was awarded public charity status in 1988.

As a public charity, the Foundation welcomes contributions of any size in support of its mission to promote equity and excellence in education.

Financial Highlights

	Years Ended March 31	
	1996	1995
Investment income and realized gains	$ 1,933,129	$ 776,845
Total unrestricted revenue, gains and other support	5,758,824	3,948,565
Program services	3,617,399	3,343,877
General administration	571,863	708,640
Fund-raising	109,571	103,806
Total expenses	$ 4,298,789	$ 4,156,323
	At March 31	
Cash and cash equivalents	$ 4,600,040	$ 3,265,382
Investment securities	10,290,254	8,581,556
Total assets	15,696,592	13,603,818
Note payable to bank	146,648	204,139
Other liabilities	935,006	1,166,744
Net assets	$14,614,938	$12,232,935
	Operating Ratios	
Ratio of net assets to debt (1)	99.4 to 1	56.1 to 1
Program services as a % of total expenses (2)	84.1%	80.5%
Revenue coverage of program services (3)	1.59 to 1	1.18 to 1
Net assets to total assets	93.1%	89.3%

The financial highlights have been summarized from the March 31, 1996 and 1995 financial statements which have been audited by KPMG Peat Marwick LLP. Copies of the audited financial statements are available upon request.

Notes

1. Measures the relationship of net assets to meet debt obligations: a fundamental indicator of financial strength.
2. Measures the portion of total dollars expended that is related to the Foundation's program activities.
3. Indicates the extent to which total revenue covers the Foundation's program activities.

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Southern Education Foundation

(Left to right) Top row: Gene R. Carter, Dolores R. Spikes, Gerry House, Eula Adams, Erwin A. Friedman, Robert L. Albright and Kincaid Patterson. Sitting: Elridge W. McMillan, Norman C. Francis, Adrienne Y. Bailey and David C. Swann.

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(Left to right) Top row: Eartha Robertson, Cheryl M. Herrington, Nathaniel Jackson, Evelyn Robinson and Diana W. DeBrohun. Middle row: Claire V. Handley and Elridge W. McMillan. Bottom row: Jo McDonald and Stanley Pope.

Staff

(As of December 1996)

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Administrative Assistant

Comparative Human Relations Initiative

Lynn Walker Huntley
Director

Deborah Barrett
Administrative Assistant

Consultants

Robert A. Kronley
Senior Consultant

Wiley Bolden
Manuel Elkouri
Jean B. Sinclair

The Southern Education Foundation was created in 1937 when four funds committed to improving education in the South were incorporated to form a single philanthropic entity. These funds were:

- The Peabody Education Fund (1867), created by George Peabody to assist in the education of "children of the common people" in "the more destitute portions" of the post-Civil War South.
- The John F. Slater Fund (1882), the first philanthropy in the United States devoted to education for blacks.
- The Negro Rural School Fund (1907), created by Philadelphian Anna T. Jeanes to support black master teachers who assisted rural Southern schools.
- The Virginia Randolph Fund (1937), created to honor the first of these "Jeanes teachers" with monies raised from Jeanes teachers across the South.

In recent years a new fund has been added to the Foundation's endowment. The Dan and Inez Wood Fairfax Memorial Fund was created in 1987 by Jean and Betty Fairfax to broaden educational opportunities for minority students. The Fund provides $1,000-a-year scholarships to assist members of the June 1987 class of Mary McCleod Bethune Elementary School in Phoenix, Ariz., who graduated from high school and are enrolled in a four-year, degree-granting institution of higher education. After the students complete their postsecondary education, distributions from the Fund will be used for general educational purposes of the Foundation taking into account the donors' objectives in creating the Fund.

The Foundation existed as a private grantmaking organization until the 1980s when it applied for and received public charity status from the IRS.

SEF has played an instrumental role in the establishment of public kindergarten in the South, in promoting minority participation in higher education, in supporting black teachers and in setting a public policy agenda for education reform in the South.

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